

# Editorial

It is our immense pleasure to publish the fourth volume of *JoNG* despite the threat and attack of the waves of the Covid-19 pandemic. Although everything was locked down due to the pandemic, our collective efforts never disturbed, rather many dedicated scholars took this crisis as an opportunity to add a more step in their academic journey. The increasing number of articles submitted to publish in the *JoNG* shows its growing fame and popularity in academia. However, all the articles could not get space in the journal because we follow a standard blind review process for all the articles. Any article that is received into our official mailbox is reviewed by the editorial team. If it meets the basic requirement and standards of the journal, it is passed on to two reviewers with relevant expertise in the field. Based on the review, the editorial board decides if the article is standard and worthy of publication. The article may still be rejected if the author fails to satisfy the standards and requirements as advised by the reviewers.

In response to our call for papers for this volume, we received 44 articles in total. Among them, we can publish only 11 articles for publication after a rigorous review process. The first article explores the ideological awareness and initiatives of Nepali policymakers and language policy arbiters for the creation of language policy in local governments and suggests that there is a need for a collaborative effort to create equitable language policy in the changed socio-political context of Nepal. The second article deals with the classroom discourse in the English language class in the context of Terai region of Nepal and reflects how effective classroom discourse works as a source of interaction and motivation for students in the classrooms. The third article reveals the importance of digital literacy and communicative competence in an alternative mode of education in Nepal. The fourth article identifies the new identities of teachers shaped and re-shaped along with the implementation of EMI in community schools of Nepal. The fifth article explores the dynamics of the esoteric (*para*) and exoteric (*apara*) knowledge that *Mukunda Upanishad* proclaims in its mantras, shift of knowledge from the Veda to Vedanta, and its implication in teaching. The sixth article investigates the major professional development activities that the English language teachers practice and explores that they attend conferences, training, and workshop seminars, engage in action research, and academic writing for their professional development. The seventh article finds secondary students' experiences of pedagogical change in language teaching and learning procedure during the Covid-19 pandemic. The eighth article explores secondary English language teachers' perception of inquiry-based learning and the challenges they face while implementing inquiry-based learning in classrooms. The ninth article examines EMI practices in the multilingual classrooms of community schools and explores that the dominance of monolingual teaching spoils the potentialities of learners. The tenth article analyses the position of languages in local education policy and identifies a gap between the policy and practice about language in the education policy of local governments. The final article examines the use of ICT in teaching English literature, language and investigates problems associated with it focusing especially on online classes during the COVID-19 pandemic.

We are indebted to many academicians who supported us directly and indirectly to maintain the

quality and standard of a peer-reviewed journal. We would like to extend our sincere gratitude to the contributors and reviewers from home and abroad for their continuous support. Similarly, we are thankful to NELTA Gandaki Province and the advisors for their encouragement and proper guidance.

All the articles in the journal are the assets of NELTA Gandaki Province. However, the authenticity and responsibility of the ideas and views expressed on them go to the respective authors themselves. We always welcome critical comments and feedback from readers, scholars, and our well-wishers and are committed to improving in the next volume.

- Editors

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